

# SUMMARY

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## FOREIGNERS

Educatio, following its tradition of special issues, in this volume (edited by István Polónyi) discusses the way in which foreigners, foreign cultures and customs have become accepted and integrated into Hungary, and analyses and describes the economic and cultural effects they have had, especially in terms of education and educational policy.

The first article – *The effects of foreign capital and labour* – by István Polónyi, first analyses the flow of FDI into Hungary – considering, too, the economic theories related to this phenomenon, before illustrating the nature of the incoming capital by source country and the future prospects for inward investment. Following this, the article touches on the most important factors related to international labour migration and then considers the effects of investment flows and inward labour migration on educational policy and the education system. The article also offers a brief introduction to the other articles in the volume.

The following study is Tibor Frank's *Our Homeland and the World*. Over the last 20–30 years, the English language and American culture have had a huge impact on Hungarian society. The paper takes a look at the use of earlier international languages, such as Latin and German, and gives special attention to the role of international or World English in Hungary today. The country has been subject to a great number of changes – political, economic, social, and cultural – all occurring more or less at the same time. The effect of the influence of the United States has proved to be decisive in many walks of life. The author compares the various American images of Hungary in 1956 and goes on to examine multiculturalism, both as a theory and as a methodology when writing about American history. Hungarian history also needs to be approached from more innovative directions in order to create – or recreate – social cohesion and solidarity. Some American ideas and ideals might be beneficial in re-evaluating and eventually reconsidering the social fabric of Hungary, past and present.

The study by Attila Melegh (*Globalization and migration: the case of Hungary*) concentrates on how Hungary has been integrated into migratory processes shaped by the changes occurring in the era of globalization. The study argues that the collapse of state socialism in Hungary was an important consequence of the macro-economic changes in the era of globalization, and the migratory processes since the early 1980s can be explained by these changes. The study also argues that until the early 2000s Hungary was becoming a newly immigrant country with low intensity out-migration, and there was a utilization of some of the comparative advantages here in terms of economic well-being in the country; while, later, this process slowed down and, due to difficult labour market conditions, the country has lost most of its attractive features.

Mihály Csákó (*Anti out-group feeling at the schooling age*) analyses sets of data relating to ethnic and national intolerance among adolescents. Only one third of the sample can be considered fully tolerant, while a high level of intolerance is found against Gypsies, Jews and Romanians. Such attitudes are deeply embedded in Hungarian historical tradition, and no other group of nations emerges as a target of resentment in the same way. Attitudes are not inherited biologically; of course, they are developed by the operations of agencies of socialisation – such as family, school, and media. The strongest individual

variable in this exposé is the type of school frequented by the young people in question. Gender and the cultural capital of the family may also contribute to variations. Further studies are needed for a deeper exploration of the issue.

In the introduction to her article *Specialised schools for migrant children*, Ágnes Vámos establishes that, as a result of transnational migration, a separate group of students has formed – those who study not in local authority schools, but in schools run by the state, international organisations or the private sector. The mainly 12-year secondary schools do not attract their students exclusively through the use of foreign language or dual Hungarian-foreign language teaching – but, rather, via their network of international relations, their mobility and their intercultural openness, and not least through the high level of services they give their student-parent client group. The polarisation of Hungarian society has lead to the emergence of a demand for this kind of fee-paying education, which (1) is a factor from the social group to which the student belongs and not his/her citizenship, (2) provides a constant environment for international education for a specific social grouping, and (3) means that Hungarian citizens do not necessarily need to travel abroad to get this kind of education. It is in the interests of the Hungarian state to create and maintain this kind of international institute and to require that the institutes that offer education to foreigners abide by international rules (as in the case of the NATO air base staff at Papa). The study introduces the international schools currently operating in Hungary, and examines how the Tarczy Lajos Primary School is trying, as a local government-funded institution, to satisfy the demands of families moving internationally, while abiding by the requirements of an international contract and yet operating within the framework of Hungarian public education.

The title of Ildikó Hrubos's article is *Eternal higher education values – with changing emphases*. The Bologna Declaration that started the European higher education reform in 1999 listed student and staff mobility as one of six fundamental goals. The reason that mobility plays a paramount role in reform is that it is vital in order to achieve the real goal: the international mobility of graduates in the labour market. For the funding providers the creation of a European elite was the unspoken goal, whose members will gain experience at other European universities, as students, which will make mobility in the European labour market easier for them. Originally, the Bologna reform was designed within a European context but, soon, external effects – the globalisation of higher education and research – became apparent. In order to develop national and European strategies, the construction of harmonised data collection systems, clarification of fundamental concepts, and the economic, cultural, academic and human values of mobility are needed.

József Berács and Erzsébet Malota's article *Is it worth coming here to study?* examines students coming to study in Hungary in terms of their national origin, and considers in detail their opinions regarding their experience. It examines the way foreign students become integrated into the Hungarian environment, their satisfaction with the services provided by the universities and colleges, and the attitudes they experience. Using a earlier study from 2004 as a comparison, in 2010 a larger proportion (58% compared to 43%) declared that they would choose Hungary again. As an explanation for this it was primarily satisfaction with transport, accommodation and shopping opportunities and the behaviour they experienced towards them which were decisive factors. In conclusion, the article establishes that the level of university services needs to be significantly improved and that a conscious, harmonised national and international strategy is necessary to attract more exchange and full-time students to Hungary.